READ ALL ABOUT IT!

Book Week, November 16–22

ROLE PLAY

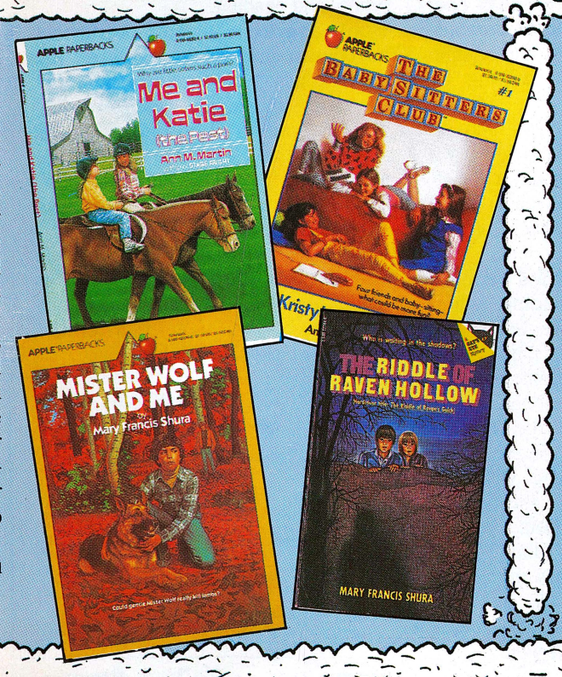
Newsline

Author, Author!

All kinds of people use computers — even people who write books! Here's the story of how two authors use their computers to write books for kids.

Mary Francis Shura, who has written over 55 books (the first one published when she was only 14!), has *two* computers: a big one in her home, and a small portable one "for the road." For her newest book, *Gabrielle*, Mary took her portable computer on a paddle boat ride down the Mississippi River to do research! "I just sat on top of the boat and took notes on all the great sights and smells — it was wonderful," she says. Before she got her first computer in 1983, Mary used a typewriter; the computer has really speeded up her work. "It does not make the *writing* go faster, because that's between you and your brain," she says. "But it eliminates wasted time when doing revisions." When something needs fixing, Mary just calls up the story and changes it, without having to retype it over and over.

Ann Martin got her computer four years ago, when she was writing *Me and Katie the Pest.* She had the writing almost done, and typed it into the computer for practice. "I lost the whole thing!" she recalls, "I really learned a lot about saving from that experience!" Ann got the computer because she knew it would save time, and that disks would be easier to store than paper. "But I still write everything out longhand first, and then input it into the computer. It's just easier for me to think that way." She likes the computer best when it's time to revise: "Sometimes I'll change the name of a character, and then the SEARCH function sure comes in handy." Ann's advice for other authors is to become "computer friendly," and to use the computer in a way that feels comfortable. "Do whatever feels easiest," she says. "How you work best depends on you and how you think."



BE AN AUTHOR!

Would you like to write a story, but aren't sure what to write about? Try using a special "story writing" computer program, such as *Bank Street Storybook* (Mindscape), *Story Maker* (Scholastic), or *Story Machine* (Spinnaker). The programs can help by giving you a picture or sentence to start you off. All you do is write about the picture, or finish the sentence! If you don't have one of these programs, try this: sit at the computer and boot up a word processing program. Look around the room. What's the first thing that catches your eye? Type in the name of that object — whether it's the American flag, a book, or even the computer — and use it as the subject of your story. Use all your friends as characters, and let them read the story when you're finished.

FAST FACTS

IT'S A FACT THAT...

- There are 532 miles of bookshelves and 20 million books in the Library of Congress in Washington, D.C.
- Every year, over 40,000 new books are written.
- The youngest person to publish a book was Dorothy Straight, who was four years old when she wrote *How the World Began* in 1962.
- The longest book in the world has 1,112 volumes and weighs 3.64 tons. It's called *British Parliamentary Papers* and would take six years to read, reading 10 hours a day.
- The smallest book in the world measures 1mm x 1mm, and has pages that must be turned using a needle. It is a version of the story of Old King Cole.

Reader's Choice

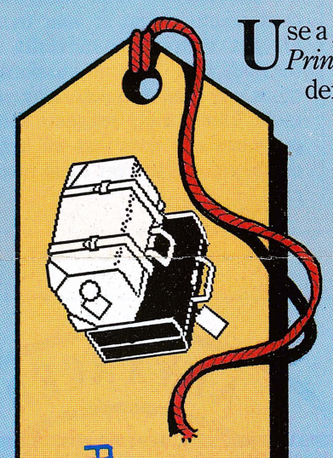
BOOK BYTES

Here are some fiction books about computers and robots. You can find them in the library. Because they are fiction stories, they will be placed on the shelves under the author's last name.

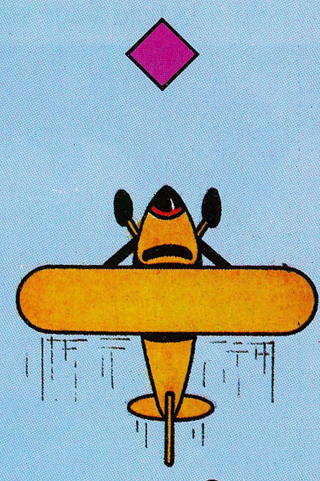
The Great Gradepoint Mystery by Barbara Bartholomew
Monica the Computer Mouse by Donna Bearden
Chip Mitchell: Case of the Chocolate Covered Bugs by Fred D'Ignazio
Lake Fear, The Lost Forest, and *The Fox's Lair* by Ian McMahan
The Minerva Program by Claire Mackay
The Computer That Ate My Brother by Dean Marney
Debugging Rover by Ellen Matthews
Cupid Computer by Margie Milcsik
Run, Robot, Run by Jean-Pierre Petit
My Trip to Alpha I and *Omega Station* by Alfred Slote
The Robot and Rebecca and the Missing Owser by Jane Yolen

TRY THIS!

MAKE A BOOKMARK



Use a graphics program like *The Print Shop* (published by Broderbund), *Certificate Maker* (Spring board) *Superprint* (Scholastic), or *Awardware* (Hi Tech Expressions). For the front, type in a catchy saying like "Bookin' Good" and add a picture. For the back, make a list called "Best Bets" with the title and author of all the good books you've read. Print out your designs, cut them out, and glue them together to make the bookmark. Every time you read a book you really like, call up the bookmark from the disk and add the title and author's name to your list. Then print out a new bookmark.



HISTORY

FROM PAPYRUS TO PAPERBACKS

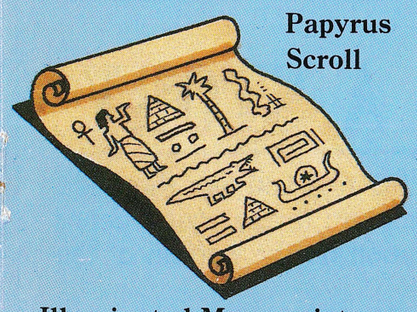
Books existed even before paper was invented. As early as 2700 B.C., the Egyptians wrote on flattened strips of a plant called *papyrus*. These "books" were rolled up in scrolls, and had to be unrolled to be read. In other parts of the world at this time, writers were pressing their marks into tablets of clay. The first known printed book was made in the year 868 A.D. in China. The words were first carved into a block of wood, which was then covered with ink and pressed on paper. The book was called the *Diamond Sutra.*

Eventually pictures as well as words were added to books, and during the Middle Ages, books were more like works of art. Painters did each page by hand, and each book took a long time to make. Not many people could afford them, either.

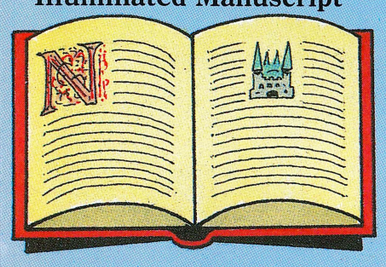
In 1440 in Italy, a printing process was invented that changed books forever. Letters were made from separate pieces of metal which could be arranged into words and sentences. This metal type could be used over and over again for different books. Since books could be made faster and cheaper, they became more available and more people learned to read. By the 1800s, popular paperback books could be bought for as little as a dime.

Today, you can use the computer to publish a book of your own! Here's how: after you have written your story (see "Be an Author"), print out a cover page with the name of the book and your name on it. Use a graphics program or Logo to decorate the cover, or draw a picture with colored pencils to illustrate your story. Put all the pages of your story in order, with the cover on top, then staple three times along the left edge of the paper. You've made your own book!

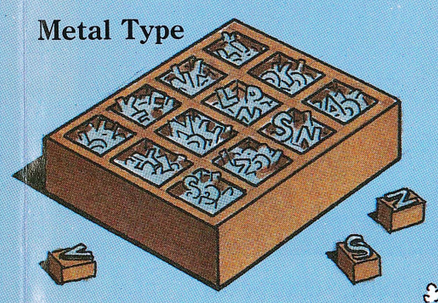
Papyrus Scroll



Illuminated Manuscript



Metal Type



Teaching and Computer Poster Series
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Poster art by Chris Reed

TRY THIS!

Favorite Characters Data Base

Could Nancy Drew be in the same story as Wilbur the pig from *Charlotte's Web*? She could if you wrote a story using the heroes from all your favorite books. To make up such a wacky cast of characters, use your computer data base program. Start by setting up a data record format like the one below for Nancy. Each time you read a book, add a record for each of the characters. Ask your friends to record all the characters they read about, too. Then search the data base for different kinds of characters — such as heroes, villains, talking animals, or boys named John — and use the information from the data base to write a story starring them all!

CHARACTER NAME: Nancy Drew
ROLE: detective
AGE: 18
MALE/FEMALE: female
HUMAN/ANIMAL: human
TRAITS: smart, brave
OTHER: able to solve the scariest mysteries

COPY

NOTES

HOW TO USE THIS MONTH'S POSTER AND WORKSHEETS

TEACHER'S GUIDE

November 16–22 is National Children's Book Week. This month's poster is an ideal resource for encouraging children to read, and to write their own stories. It provides facts about books and libraries, a list of good fiction books about computers, and a story about how authors use computers to write books. The poster also suggests computer-related activities on reading and writing. The flipside of the poster contains two blackline masters that reinforce and extend the poster material, plus a bonus BASIC program listing. For more information about Book Week, contact: The Children's Book Council, Inc., 67 Irving Place, New York, NY 10003; 212/254-2666.

USING THE POSTER

The poster is divided into seven main sections. Here is how to get the most from each.

From Papyrus to Paperbacks Start with this history of book development. Encourage kids to talk about the early forms of the book. What do students think it would be like to have only scrolls or clay tablets to read, rather than books as we know them today? *(It would be inconvenient to find information in the middle of the scroll; the clay tablet would be heavy to carry and would break if dropped.)* You might have students make their own scrolls using continuous computer paper, in addition to putting together the modern style books this section suggests.

Author, Author! Read aloud the article about how two authors use computers to write their books. Are there differences in the ways the two authors use the computer? *(Mary Francis Shura does everything from taking notes to polishing final drafts on the computer; Ann Martin writes her stories out in longhand first.)* Are there similarities? *(They both rely on the computer for fast, efficient revisions to their stories.)* Ask kids how they feel about writing at the computer. What do they like and dislike about it, compared to writing by hand?

Make a Bookmark This activity tells kids how to make their own bookmarks using the computer. Challenge them to add to their "good books" lists until the back of the bookmark is full!

Reader's Corner Kids will be more enthusiastic about reading when they're interested in the topic, and computers are sure to pique their interest. Have each student read one of the titles and write a book report to present to the rest of the class.

It's a Fact That. . . These facts about books and reading will help give kids an idea of the vast number of books available to them. Yet 23 million Americans still don't know how to read. Have a class discussion about the reasons people may not learn to read, and the disadvantages of not being able to read well.

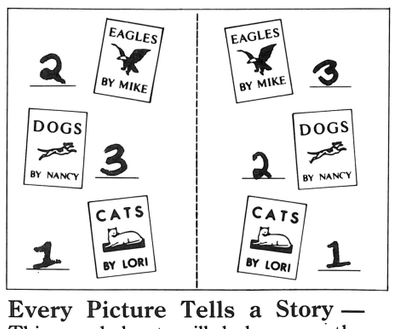
Favorite Characters Data Base This activity encourages kids to keep records of all the characters in their favorite books. The writing activity will help them think more closely about characterization, and will help them analyze how each character fits within each book. Kids can do all kinds of searches to come up with creative character lists, such as using all characters whose names begin with M, or all female villains.

Be an Author! The computer can coax creativity out of your most reluctant writers—especially after they've read how professional authors use their computers as writing tools. This activity suggests software programs and ideas that will help students get started on their own stories.

USING THE WORKSHEETS

This month's worksheets examine books and reading.

Book Markers — This worksheet introduces primary students to the information on book covers. At story time, hold up the book you're reading and point out its author and title. Tell students that these two pieces of information will help them find the book in a library or bookstore. Then have students complete the worksheet. For the first activity, students should draw a circle around *The Cat in the Hat.* They should draw an X through "By Dr. Seuss." The rest of the worksheet should look like this:



Every Picture Tells a Story — This worksheet will help even the most reluctant upper elementary story writer get started. Talk about the pictures; who are the people, where are they, and what are they doing? Discuss the parts of a story listed on the bottom of the page, then turn students loose to follow their imaginations!

Reasons to Read — This BASIC program for Apple computers gives your students 10 good reasons to read — and helps them gauge their reading speed at the same time! To use the program, just type it in and save it on a disk. Encourage students to see how quickly they can read the information; have them work in pairs to quiz each other on how much they remember about what they've read.

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COPY

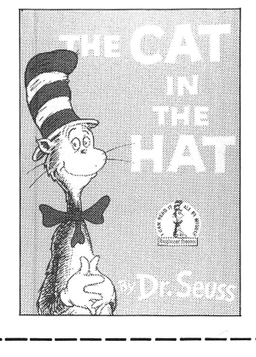
PRIMARY

WORKSHEET TO COPY AND USE WITH THIS MONTH'S POSTER

NAME: _____

BOOK MARKERS

DIRECTIONS: Look at the book at right. Draw a circle around the title. Put an X through the name of the person who wrote it (the author).



DIRECTIONS: Look at the names of the **authors** of these books. Number the books in alphabetical order by author.

DIRECTIONS: Look at the **titles** of the books below. Number the books in alphabetical order by title.

Copyright © 1957 by Dr. Seuss and Random House, Inc.

COPY

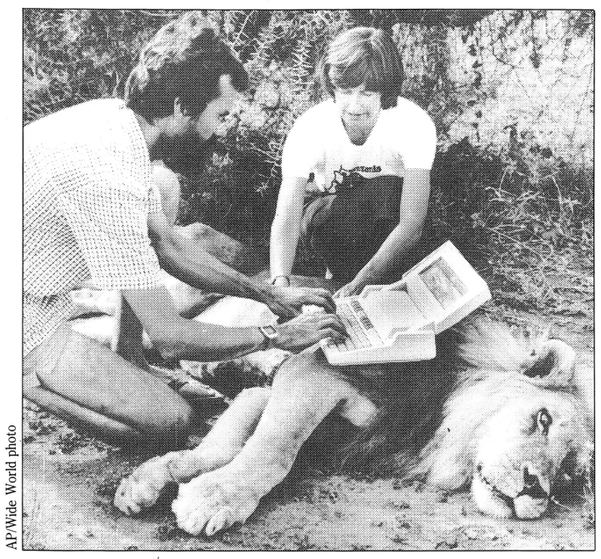
ADVANCED

WORKSHEET TO COPY AND USE WITH THIS MONTH'S POSTER

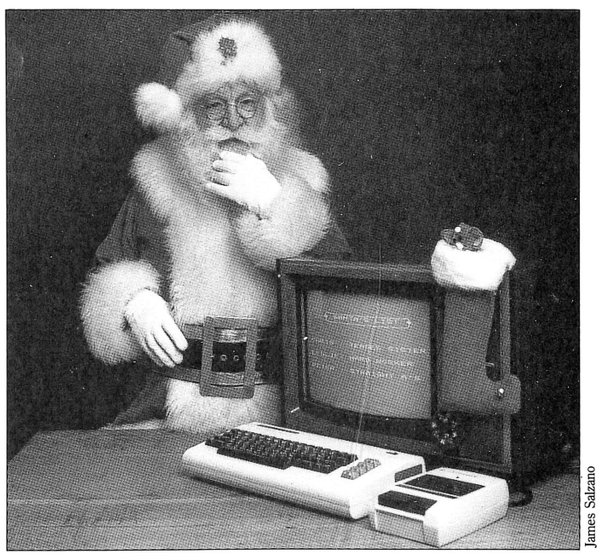
NAME: _____

EVERY PICTURE TELLS A STORY

DIRECTIONS: Look at the pictures on this page. Choose the one you like the best. Then go to your computer and boot up a word processing program (or get out a pencil and paper). Write a story about the picture. Use the information on the bottom of the page to help organize your story.



AP/Wide World photo



James Salzano

Good stories have three things in common: they all have a plot, characters, and a setting. The *plot* is the collection of events in a story. You can start your story by listing the events that will happen. *Characters* are the people (or animals, or aliens) involved in the story. What do the characters in your story look like? What do they like to talk about? The *setting* is where the story takes place. It includes the time and location. Where is your story taking place? After you've thought about all these things, you're ready to start writing!

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BONUS

PROGRAM TO USE WITH THIS MONTH'S POSTER

REASONS TO READ

TEACHER DIRECTIONS: Type in (or have your advanced students type in) this BASIC program exactly as it appears. (It will run on Apple computers only.) Save it under the filename READ. To use, just type RUN READ.

```
5  REM  TEN REASONS TO READ
10  REM  COPYRIGHT SCHOLASTIC 1987
100  HOME
120  FOR D = 1 TO 1000: NEXT D
130  SPEED= 0
140  VTAB 8: HTAB 7: PRINT "TEN REASONS TO READ A LOT"
150  FOR D = 1 TO 800: NEXT D
160  VTAB 12: HTAB 4: PRINT "OF BOOKS, MAGAZINES, OR ANYTHING"
170  FOR D = 1 TO 2500: NEXT D
180  HOME
190  FOR D = 1 TO 1000: NEXT D
195  GOSUB 2000
197  HOME
198  FOR D = 1 TO 800: NEXT D
200  VTAB 2: PRINT "1. READING IS FUN."
210  FOR D = 1 TO S: NEXT D
220  VTAB 4: PRINT "2. THE MORE YOU READ, THE MORE YOU KNOW"
230  FOR D = 1 TO 200: NEXT D
240  VTAB 6: PRINT "ABOUT THINGS."
250  FOR D = 1 TO S: NEXT D
260  VTAB 8: PRINT "3. YOU CAN MAKE FRIENDS WITH THE PEOPLE"
270  FOR D = 1 TO 200: NEXT D
280  VTAB 10: PRINT "IN BOOKS."
290  FOR D = 1 TO S: NEXT D
300  VTAB 12: PRINT "4. READING MAKES YOU A BETTER SPELLER."
310  FOR D = 1 TO S: NEXT D
320  VTAB 14: PRINT "5. BOOKS ARE A NEAT THING TO TALK ABOUT"
330  FOR D = 1 TO 200: NEXT D
340  VTAB 16: PRINT "WITH FRIENDS."
350  FOR D = 1 TO S: NEXT D
360  VTAB 18: PRINT "6. READING TEACHES YOU NEW WORDS."
370  FOR D = 1 TO S: NEXT D
380  VTAB 20: PRINT "7. THE MORE STORIES YOU READ, THE MORE"
390  FOR D = 1 TO 200: NEXT D
400  VTAB 22: PRINT "IDEAS YOU WILL HAVE FOR YOUR OWN STORIES."
410  FOR D = 1 TO 200: NEXT D
420  PRINT "."
430  FOR D = 1 TO S: NEXT D
440  PRINT : PRINT "8. BY READING A BOOK, YOU CAN GO ON AN"
450  FOR D = 1 TO 400: NEXT D
460  PRINT : PRINT "EXCITING ADVENTURE WITHOUT EVEN LEAVING"
470  FOR D = 1 TO 400: NEXT D
480  PRINT : PRINT "YOUR BEDROOM !"
490  FOR D = 1 TO S: NEXT D
500  PRINT : PRINT "9. READING IS A HOBBY YOU CAN TAKE"
510  FOR D = 1 TO 350: NEXT D
520  PRINT : PRINT "ANYWHERE.  JUST CARRY YOUR FAVORITE BOOK"
530  FOR D = 1 TO 350: NEXT D
540  PRINT : PRINT "WITH YOU WHEREVER YOU GO."
550  FOR D = 1 TO S: NEXT D
560  PRINT : PRINT "10. YOU CAN LEARN WHATEVER YOU WANT TO"
570  FOR D = 1 TO 200: NEXT D
580  PRINT : PRINT "LEARN FROM BOOKS."
590  FOR D = 1 TO 800: NEXT D
600  PRINT : PRINT "FOR EXAMPLE, YOU COULD LEARN ABOUT"
610  FOR D = 1 TO 600: NEXT D
620  PRINT : PRINT "FISHING, OR CAMPING, OR AIRPLANES, OR"
630  FOR D = 1 TO 400: NEXT D
640  PRINT : PRINT "SEWING, OR VOLCANOES, OR WHALES, OR"
650  FOR D = 1 TO 400: NEXT D
660  PRINT : PRINT "COOKING, OR EVEN ..... . COMPUTERS."
670  FOR D = 1 TO 3000: NEXT D
680  PRINT : PRINT "  * * * * * * * * * * * * * * * * * * * *  "
690  FOR D = 1 TO 400: NEXT D
700  PRINT : PRINT "       WRITTEN BY PHIL SHAPIRO"
710  FOR D = 1 TO 800: NEXT D
720  PRINT : PRINT : PRINT "WOULD YOU LIKE TO READ THIS AGAIN ?"
730  FOR D = 1 TO 600: NEXT D
740  PRINT : PRINT "TYPE EITHER 'YES' OR 'NO'."
750  FOR D = 1 TO 400: NEXT D
760  PRINT : PRINT "AND THEN PRESS 'RETURN'."
770  INPUT AN$
780  IF AN$ = "YES" THEN  GOTO  00
790  IF AN$ = "'YES'" THEN  GOTO 100
800  IF AN$ = "NO" THEN  HOME : END
810  IF AN$ = "'NO'" THEN  HOME : END
820  GOTO 730
830  END
2000  VTAB 8: HTAB 5: PRINT "PLEASE CHOOSE A READING SPEED."
2010  FOR D = 1 TO 600: NEXT D
2020  VTAB 12: HTAB 6: PRINT "TYPE IN EITHER 1,2,3, OR 4."
2030  FOR D = 1 TO 500: NEXT D
2040  VTAB 16: HTAB 20: PRINT "1. SLOW"
2050  FOR D = 1 TO 200: NEXT D
2060  VTAB 18: HTAB 20: PRINT "2. MEDIUM"
2070  FOR D = 1 TO 200: NEXT D
2080  VTAB 20: HTAB 20: PRINT "3. FAST"
2090  FOR D = 1 TO 200: NEXT D
2100  VTAB 22: HTAB 20: PRINT "4. SUPER-FAST"
2110  GET SP
2120  IF SP = 1 THEN  SPEED= 0:S = 4000: RETURN
2130  IF SP = 2 THEN  SPEED= 10:S = 2500: RETURN
2140  IF SP = 3 THEN  SPEED= 30:S = 1500: RETURN
2150  IF SP = 4 THEN  SPEED= 80:S = 500: RETURN
2160  GOTO 2110
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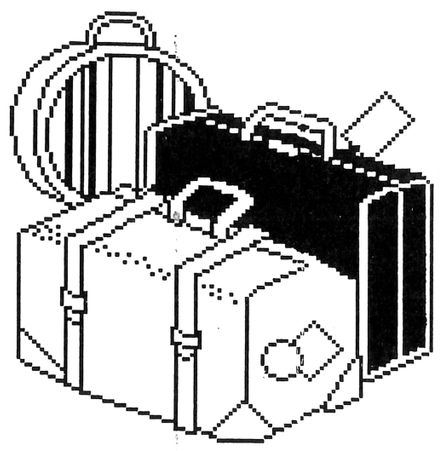

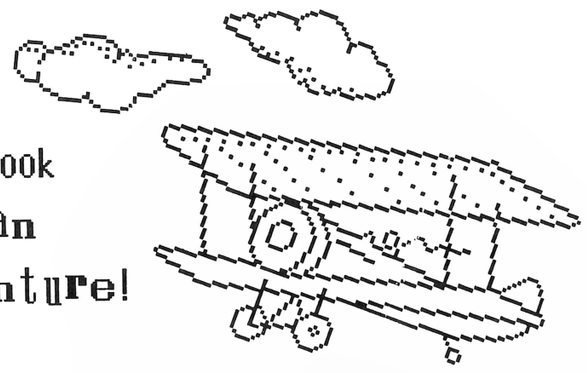

Program listing by Phil Shapiro